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ABSTRACT

An introduction is provided to Vision 2000, a project initiated by Ontario's Minister of Colleges and Universities to review the mandate of the province's Colleges of Applied Arts and Technology (CAAT). Section 1 discusses the challenges facing Ontario's educational system, the minister's mandate to the CAAT Council of Regents, and the objectives of the Vision 2000 project. Section 2 examines the three phases of the project. First, study teams will assess the current status of the CAAT and conduct an environmental scan based on projections of the cultural, economic, demographic, and social contours of the year 2000. Second, the study teams will examine the economic and social role of education and, specifically, the CAAT. The final phase will articulate a vision for the system and outline policies needed to make the vision a reality. After explaining the role of Vision 2000's steering committee, section 3 examines the questions to be considered by each of the project's five study teams. The charges of the teams are to: (1) develop an empirical portrait of the CAAT; (2) define the economic role of the CAAT in the context of a transformation in the nature of working life; (3) consider the issues surrounding the social role of the CAAT with respect to the diverse communities which colleges both serve and depend upon; (4) explore the prospects for organizational change within the individual colleges and the system as a whole; and (5) consider the linkages throughout the educational system from kindergarten to graduate school. Finally, the report underscores the importance of the work of the study teams in influencing policy formation. A timetable and list of Vision 2000 participants are included. (JMC)

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A Framework for Reviewing the Mandate of Ontario's System of Colleges of Applied Arts and Technology

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November 1988

Ontario Council of Regents

JC 890 325

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Education confers many benefits, but the one that concerns the Premier's Council ... is its impact on our standard of living. Investment in the skills of people can no longer be regarded as less important than investments in plant and machinery; both are essential to economic growth and, to an increasing extent, one depends on the other.

Competing in the New Global Economy, Premier's Council, Report in Brief, P. 9.

Long term, however, we will not be able to sustain an affluent middle class unless we are able to create the corresponding added value which will pay for our expensive consumption habits. But how do we maintain a middle class when we have to do more than consume value, when we have to create value? How does industry create value as it moves from the hierarchical model we dominated to a networked paradigm in which our country is but one of many participants?

Our hope is innovation. We will need to become more innovative - particularly in the workplace and the classroom. Balancing the budget or easing the trade imbalance become short-term tactical goals. To "add value" in the information age requires major reforms in the ways we learn and work.

What is required is nothing less than "a cultural and political shift from a mechanistic and patriarchal world view to one informed by holistic, ecological, and post-patriarchal concepts and values."

John Sculley, Chief Executive Officer Apple Computer Inc., Odyssey, (Pp.398-399).

A QUICK GUIDE TO THE FRAMEWORK

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Vision 2000
Executive Summary

The Honourable Lyn McLeod, Minister of Colleges and Universities, has requested that the Council of Regents develop "a vision of the College system in the Year 2000."

Vision 2000 is an review of the mandate of Ontario's Colleges of Applied Arts and Technology. A review motivated, as the Minister explains in her request to the Council, by the fact that the Colleges "face the challenge of meeting changing needs in a changing environment."

The Council of Regents welcomes this opportunity to assist the Minister in determining what role the College system can play in responding to the challenges facing Ontario. Like many sectors of Ontario society, the Colleges concur with the need to introduce new policy aimed at realizing, what the Report of the Premier's Council calls, "a set of economic skills we have not yet mastered."

With little time to waste in a world of rapid change, Vision 2000 will generate a series of constructive policy recommendations within the next 12 months. The first policy discussion papers are scheduled for distribution in the spring of 1989 with a final report by year end.

Vision 2000 will examine major issues facing Ontario's colleges, such as:

- How will the college system sustain its pivotal economic and social role into the 21st century?
- In what way can colleges better serve and ensure access for all Ontarians, including the diverse groups interested in redefining and extending participation in the college system?
- Do today's changing economic, social, and fiscal realities mean it is time to move towards a more interdependent educational system where students have many clear avenues from which to choose and many different ways to learn?

- Is the college system maturing in ways which allow for specialization and coordination of programing and resources for the system viewed as a whole?

The Council of Regents firmly believes that the College system must be part of any comprehensive strategy aimed at equipping Ontarians for the future. Changes in the way we work and in the way we live mean new educational needs and responsibilities. Now is the time to reexamine the relationships linking the colleges, schools, and universities. Vision 2000 will grasp this opportunity to determine the role of the College system in the social, economic and cultural transformation taking place around us.

Vision 2000 will define a clear and coherent role for the College system into the next century. This *vision for the future* depends upon the creativity and insight which can only be provided by educators and citizens working together.

In announcing the composition of the Vision 2000 Steering Committee (see Appendix A: Steering Committe Membership), the Minister of Colleges and Universities made it clear that this review is an invitation to participate in determining the future direction of the college system. The key stake holders, including educators, employers, students, and labour and government representatives, are directly involved.

Vision 2000 will not deliberate behind closed doors nor depend solely on expert testimony. Members of the Council of Regents research secretariat and Vision 2000 study teams will be visiting every college to solicit input from all members of the college community. The strength of the college system lies with the many people who are involved in their college as students, teachers, employers or community clients. Vision 2000 is designed to reach for the future by calling upon the hopes and dreams of the college community.

Through a highly consultative and inclusive process, Vision 2000 is meant to provide a comprehensive, analytical, and future-directed response to the question: **"What should the College system look like in the year 2000 and how do we get there from here?"**

Vision 2000: A Framework

Ontario Council of Regents
790 Bay Street, 10th Floor
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Section One: The Challenge

The Challenge: Education in a changing world.

Agreement about the facts is often difficult. Agreement about a problem facing our country or province is even more difficult. But, today there *is* general concurrence about the importance of education for our future. There is also widespread acceptance that the future will be significantly different from the present. Metaphorically, education is seen as the keystone of the arch connecting today to the information society and economy of tomorrow.

Only a few generations have passed since the time when educational institutions were called upon to create an urban industrial workforce out of a rural immigrant population. Today's challenge of transition is not unprecedented, but the response must fit the circumstances. Once again our educational system faces the challenge of facilitating a major social and economic transformation.

A participant in the National Forum on Post-Secondary Education articulated the challenge as follows:

> At a time when changes in society are forcing a rethinking of the role of post-secondary education, fundamental questions about the appropriate focus of colleges and universities are being raised in Canada. What are and should be the main functions of universities and colleges in Canada? Are there conflicts between and among the functions and can priorities be specified? How should the functions of the universities and colleges relate to each other? Given the unquestioned value and importance of post-secondary education to national development, how can greater efficiency, effectiveness, and public accountability in the performance of these institutions be ensured?

> As Canadians [and their elected decision-makers] assess the current situation and look ahead to the 21st century needs of our country and province, fundamental challenges face our post-secondary institutions:
> - the development of our human resources so that they can contribute, to the full extent possible to Canada's development;
> - the advancement of knowledge required for Canada to be competitive internationally;[1]
> - the provision of an intellectual base for fostering Canada's social, cultural, and economic development; and Rosemary Brown's additional challenge:
> - the ability to respond to the major social issues of the day such as equality, peace and the quality of life.[2]

In recognition of the challenges facing Ontario's educational system and the Colleges of Applied Arts and Technology in particular, the Honourable Lyn McLeod, Minister of Colleges and Universities, has requested that the Council of Regents develop "a vision of the college system in the year 2000." The Minister goes on to explain:

> As Ontario's system of colleges of applied arts and technology enters its third decade, it faces the challenge of meeting changing needs in a changing environment. Decisions made now regarding college programs and services will significantly impact the future direction of the system and its ability to meet these changing needs.[3]

The Council of Regents welcomes this opportunity to assist the Minister in determining what role the college system can play in responding to the challenges facing Ontario. The Council concurs with the assessment by the Premier's Council that there is little room for complacency. Indeed, Recommendation 13 of the Report of the Premier's Council calls for a **Comprehensive People Strategy** which will address a broad range of training issues from literacy and skills upgrading to apprenticeship and labour market enhancement.[4]

The Council of Regents firmly believes that the college system will play a vital role in any comprehensive strategy aimed at equipping Ontarians for the future. Changes in the way we work and in the way we live mean new educational needs and responsibilities. Now is the time to re-examine the relationships linking the colleges, schools, and universities. There will be no better time to determine the role of the college system in the social and economic transformation taking place all around us.

Vision 2000 aims to define a clear and coherent role for the college system into the next century. This *vision for the future* depends upon the creativity and insight which can only be provided by educators and citizens working together in a participatory process. Through a highly consultative and inclusive process, Vision 2000 is meant to provide a comprehensive, analytical, and future-directed response to the question: "What should the college system look like in the year 2000 and how do we get there from here?"

More than a fair share of the answer to this question will be found in the actual process of inquiry. Vision 2000 will realize its objectives if the discussions and involvement of the colleges and their many communities create the answers as part of the process. In this sense, the process is part of the product.

Purpose of Vision 2000

to assist the Minister to review and renew the college system mandate through a visible, collaborative and broadly integrated policy process.

Section Two: The Scope of Vision 2000

Visions are bound by the scope of our imagination. Vision 2000 is only constrained by our ability to sketch the educational agenda and specific role for the college system which will fit our economy and society at the turn of the century. The aim of Vision 2000 is to chart a course for the college system up to and beyond the year 2000.

Plotting a course through the uncharted waters of the future is a daunting challenge. For both navigators and policy planners, the task of finding safe and constructive passage through the future demands both creativity and rigor.

One approach towards a voyage over the time horizon involves an effort to analyse, diagnose and cure contemporary problems. Or, in other words, to keep the ship seaworthy and to depend upon the wind's force and direction to determine the destination. In this way, the direction of the system or the ship is the sum of a series of adjustments to specific circumstances and problems. Following this method, institutions or journeys become the sum of the historical accidents that have happened to them; they are shaped by influences but not by purposes. They are the unintended consequences of millions of fragmented purposes.[5]

Another approach draws the path from the present to the future by determining the end point first and then ascertaining the steps necessary to get to the destination. For example:

> Stanford University president Donald Kennedy project(s) out to the year 2020 to envision what higher learning will look like, then looks back over the years. He asks himself what Stanford must do in each of the years from 1987 to 2019 to ensure that his vision of the University in 2020 will occur.

> The process extends the timeline of thinking, providing two valuable ingredients for more efficient planning: different viewpoints and insightful questions. We try to articulate the right questions, rather than get too hung up on the answers. Our sextant to navigate into the future is a statement of identity, as well as sets of directions and values.[6]

Vision 2000 aims to chart a course for the next decade by using a mixture of both methods. Vision 2000 will build upon the strengths of the college system and extrapolate from the conditions and trends which presently shape the college system. At the same time, Vision 2000 must move beyond linear projections to inspire and tap the imagination needed to articulate the goals which will be meaningful at the end of the century. By respecting both approaches to the future, Vision 2000 will navigate a course which takes into account both the stars on the horizon and the swells breaking across the bow. Such an approach is consistent with the longer term focus of the Council of Regents.

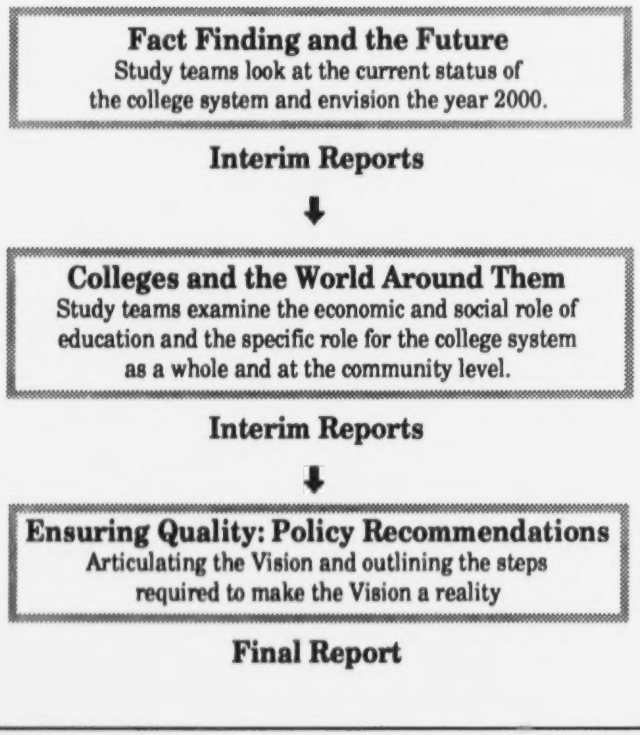
Vision 2000 will consider the goals and direction of the college system, not the immediate operational dilemmas. These important concerns are within the more direct purview of other players in the college system. For instance, important work is already going on within the College Affairs Branch of the Ministry of Colleges and Universities with respect to a number of key operational issues. In addition, the Committee of Presidents is engaged in a review of specific administrative and operational issues.

Given the constraints of time and resources, the work entailed by Vision 2000 must be divided into manageable parts. Diagram 1 presents a simplified breakdown of the basic elements of the process. The first step is meant to be descriptive. The aim at the outset is to elaborate a factual/ empirical basis for an analysis of the role of the college system. An "environmental scan" based upon projections of the cultural, economic, demographic and social contours of the year 2000 will provide a common

foundation for discussion of the policy options facing the college system.

The second step of the process uses the data gathered in stage one to explore the role of the colleges in relation to the economy, the community, and the constituent parts of the educational system. The focus here will be on broad-based consultation and the functional connections which weave the colleges into the fabric of Ontario society and justify public support for the system. A third step in the process draws together the results of the research and consultation to articulate a Vision for the college system and outline the policy initiatives needed to make the Vision a reality.

Diagram 1: Vision 2000 Process


Fact Finding and the Future
Study teams look at the current status of the college system and envision the year 2000.
Interim Reports
Colleges and the World Around Them
Study teams examine the economic and social role of education and the specific role for the college system as a whole and at the community level.
Interim Reports
Ensuring Quality: Policy Recommendations
Articulating the Vision and outlining the steps required to make the Vision a reality
Final Report

At every stage, the main task is to ensure that Vision 2000 captures both the potential and aspirations of the college system. It is only through a participatory process that the abilities and hopes of the colleges can be articulated in a way which can guide the system into the next decade and beyond. Vision 2000 provides the colleges with a new opportunity to think strategically and collectively about how to serve the public in a time of significant social and economic change.

"Vision is seeing beyond the immediacy of the day. It is understanding the temper of the times, the outlines of the future, and how to move from one to the other. Vision is seeing where life is headed, and how to make the transition from here to there most effectively. Vision is seeing what life could be like while dealing with life as it is. Vision is having some sense of the inner impulse of the Age. It is sensing what is felt, yet unarticulated, in the public soul and then giving it voice. Vision is seeing the potential purpose that's hidden in the chaos of the moment, yet which could bring to birth new possibilities for a people."

William Van Dusen Wishard
"A World in Search of Meaning"
Washington D.C., 1988

Section Three:
The process as part of the product

Creating a Vision for the college system.

Vision 2000 is about setting a direction for the college system by providing a forum for analysis and inspiration. In order to facilitate a rigorous and participatory assessment of the conditions and prospects for Ontario's colleges, the Vision 2000 process will involve five basic study teams. Each study team will develop its own work plan with an emphasis on research, consultation and the integration of specific constituencies into the analysis and deliberations. Both the members and chair of each team will be selected to reflect the expertise needed to undertake the tasks of the specific study team. The study teams will also, through consultation, respect and tap the diversity of Ontario society.

The membership of the Steering Committee and study teams must reflect the participatory nature of the Vision 2000 process. The emphasis will be on college system representation from all spheres of college life, from the Chairs of Boards of Governors to faculty, students and support staff. In addition, there will be significant involvement by people with experience and interest in elementary and secondary schools, business and industry, and labour. A concerted effort will be made to ensure that college graduates play a central role.

The role of the Steering Committee is outlined below:

Role of the Vision 2000 Steering Committee

The role of the Steering Committee is to provide overall direction for the policy review and consultation process which constitiute Vision 2000. The Steering Committee will:

i) approve the Framework for Reviewing the Mandate of Ontario's System of Colleges of Applied Arts and Technology,

ii) review the workplans developed by each study team,

iii) review and approve the final policy papers produced by the study teams,

iv) facilitate participation by experts and key constituencies in the Vision 2000 process,

v) provide ongoing evaluation of the Vision 2000 process,

vi) strike a drafting sub-committee responsible for developing a final report and policy recommendations for approval by the Steering Committee,

vii) review and approve the Vision 2000 report and policy recommendations which will be submitted to the Council of Regents.

(See Appendix A: Steering Committee Membership).

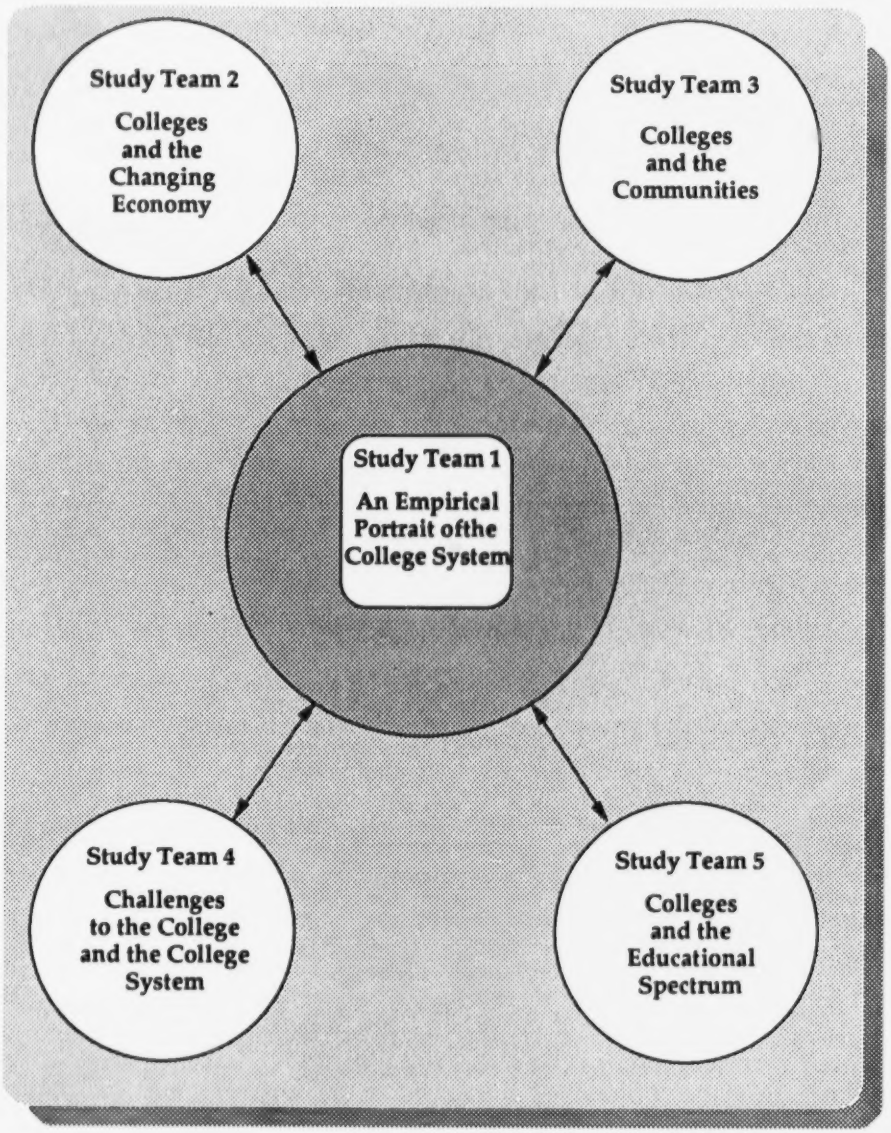
Role of the Vision 2000 Study Teams

The diagram on the following page provides an overview of the five study teams. Each study team, in consultation with the Steering Committee, will be responsible for setting out a workplan for research and consultation. Some study teams will, for example, need to consider expert testimony, while others will need to solicit province-wide input. Both the process and the timetable will be set by the members of the study team and the Steering Committee within the context of the research agenda outlined in this Vision 2000 Framework.

Every study team will have an Executive Officer assigned by the Research Secretariat. The final composition of each study team will be determined by the Chair of the study team.

Diagram 2

Study Teams


Study Team 2
Colleges and the Changing Economy
Study Team 3
Colleges and the Communities
Study Team 1
An Empirical Portrait ofthe College System
Study Team 4
Challenges to the College and the College System
Study Team 5
Colleges and the Educational Spectrum

The research conducted by the study teams will take place in the context of ongoing discussion of many issues currently facing the college system. Some of these issues are in need of urgent consideration and are or have been reviewed (eg. college residences, program review). Other topics, such as, attrition, occupational shortages, and adult education are the subjects of numerous conferences, studies and debates. In addition, there is the on-going concern within the college system over funding and related budgetary issues.

The task of the participants in Vision 2000 is to take these and other issues into account in the process of developing a clear set of goals for the college system as a whole. Thus, there is little reason to consider how to better serve adult learners unless it has already been determined that there is a need for adult education and that the colleges should serve as the delivery mechanism. Setting goals should come before the development of detailed implementation policies.

Vision 2000 will attempt to differentiate between the operational and goal setting dimensions of the many specific and pressing issues confronting the colleges.

FACT FINDING AND THE FUTURE

Study Team 1:
An Empirical Portrait of the College System

- An analysis of key economic, demographic and social trends. The study team will attempt to:
  a) draw a concise picture of the most salient aspects of the college system by looking at specific characteristics such as the nature of the student cohort, occupational distribution of graduates, etc.; and
  b) develop a picture of Ontario at the end of the century by extrapolating and modeling current economic, demographic, and social trends.
- Ontario's colleges in the eye of the beholder. The study team will undertake research aimed at assessing attitudes towards the colleges and the college system by different segments of the Ontario population such as the general public, college staff, former and prospective students and their parents, employers, and the labour movement.
- An international perspective on the role and nature of college systems. The study team will examine college systems in other countries with particular emphasis on efforts to map the economic and social role of education in the future.
- Environmental scan of the year 2000 using the projections, comparisons, and imagination of futurologists and research material such as the studies commissioned for the Premier's Council. The study team will draw up a composite picture of the economic and social context facing Ontario's colleges by the end of the century.

Examples of the questions to be examined by Study Team 1:

- What do projections of population and participation rates suggest about the college student of tomorrow?
- What are the implications of changes to the age structure of Ontario's population for the distribution of program offerings?
- What are the patterns of student entrance, retention, and exit from the college system? How might these patterns change by the year 2000?
- To what extent are colleges currently offering joint programs, either with other colleges or universities?
- What are the characteristics of public perception of Ontario's colleges?
- How do views of the college system differ according to constituency, and why?
- What aspects of other nations' educational systems are relevant to a review of the college system's mandate?

COLLEGES AND THE WORLD AROUND THEM.

Study Team 2:
Colleges and the Changing Economy

- Economic building block or stumbling block: colleges and the changing economy. This study team will work to define the economic role of the college system in the context of a transformation in the nature of working life. The study team will engage in direct consultations with employers and labour.

Examples of the questions to be examined by Study Team 2:

- How will the college system sustain its pivotal economic and social role into the 21st century?
- How will the colleges best serve the needs of Ontario's labour market by the year 2000?
- What is the proper balance between general and applied learning if Ontario's colleges want to contribute to both aggregate and sectoral productivity growth in the future?

- How do colleges fit into Ontario's response to the changes taking place in the structure of the economy?
- Is there a role for colleges in facilitating the important process of technology diffusion and applied research?

Study Team 3:
Colleges and the Communities

- Social dialogue between colleges and the communities. Communication is a two way street. This study team will consider the issues surrounding the social role of the colleges and college system with respect to the diverse communities which colleges both serve and depend upon. The study team will engage in direct consultations with community representatives and local governments.

Examples of the questions to be examined by Study Team 3:

- In what way can colleges better serve and ensure access for all Ontarians, including the diverse groups interested in redefining and extending participation in the college system?
- As more women enter the job market, what can the colleges do to ensure greater access to newly-emerging and/or non-traditional jobs?
- What measures need to be taken by colleges in order to provide more effective services for immigrants and students studying English as a second language?
- Are there more effective ways for colleges to meet the needs of students from ethnic, cultural and racial minorities?
- Will the growing needs of physically challenged and special needs students be better served by establishing specific college programs and services?
- How will the colleges maintain and enhance the tradition of service to and involvement with the local community?

Study Team 4:
Challenges to the College and the College System

- The challenges within the colleges and the college system. This study team will explore the prospects for organizational change within the individual college and the college system as a whole in order to ensure effective instruction. In particular, the focus will be on
    a) envisioning the instructional infrastructure within the college for the 21st century; and
    b) building system-wide specialization and inter-college networks.

  The study team will engage in direct consultations with the relevant provincial and federal ministries and with all of the constituencies internal to the college (e.g., students, faculty, support staff, administration, boards of governors, etc.).

Examples of the questions to be examined by Study Team 4:

- Is the college system maturing in ways which allow for more specialization and coordination of the system's programs and resources?
- What are the rationales for specific colleges being recognized as centres of program concentration?
- What are the advantages and disadvantages of providing clear paths for students to transfer from one college to another? What would be the best mechanism for facilitating such inter-college transfers?
- What is the appropriate balance between centralized and decentralized coordination and planning of the college system?
- How can colleges become a more integral part of the formulation of strategic goals for the system?
- Is there a better way for colleges, as Crown corporations, to cope with the manifold sources and directions of federal and provincial policy?

- To what extent will changes in student populations require alteration of educational delivery? What are the methods of instruction best suited to the colleges of the year 2000?
- Do limited resources constrain the ability of colleges to combine both general education and specific skill training within the same curriculum?
- Can all 22 colleges, regardless of size and location, be effectively maintained through to the year 2000?
- Is it time to reconsider the level of fees for foreign students in light of Ontario's growing international focus?
- Do colleges have a role to play in international education?
- What should the relationship be among the colleges, certain professions and their associations?

Study Team 5:
Colleges and the Educational Spectrum

- Community colleges and the educational system. This study team will consider the linkages throughout the educational spectrum, from kindergarten to graduate school, and the range of educational instruction, from continuing education to special education. The study team will engage in direct consultations with the other institutional members in the educational community.

Examples of the questions to be examined by Study Team 5:

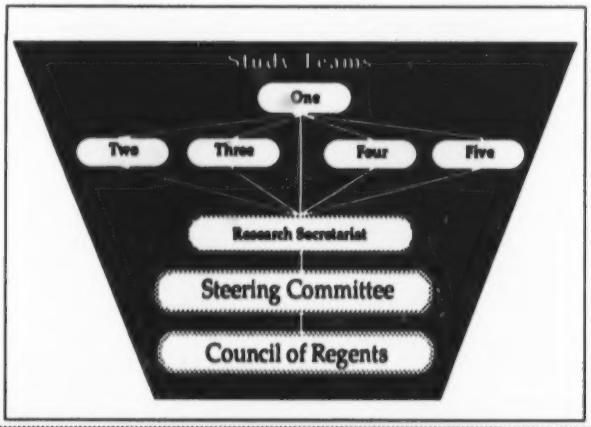
- Do today's changing economic, social, and fiscal realities mean it is time to move towards a more interdependent educational system where students have many clear avenues from which to choose and many different ways to learn?
- What are the arguments for and against introducing greater student mobility between colleges and universities?
- Is there a need for joint college/university programs? How could such joint efforts best be implemented?
- Is it appropriate for colleges to mount specific programs aimed at the early school leavers?
- How can colleges cope most effectively with the different streams of high school students? How can colleges anticipate the changes to the secondary school system?

ENSURING QUALITY: POLICY RECOMMENDATIONS

Policies to make the Vision a reality. The drafting committee for the final report will look at the policy changes needed to ensure that the college system realizes its full potential. The report of this committee will include a series of policy recommendations that take into account the goals and organizational changes articulated by the preceding study teams. The criteria which define "quality" and the policies needed to realize "quality" will be a central element of this final report.

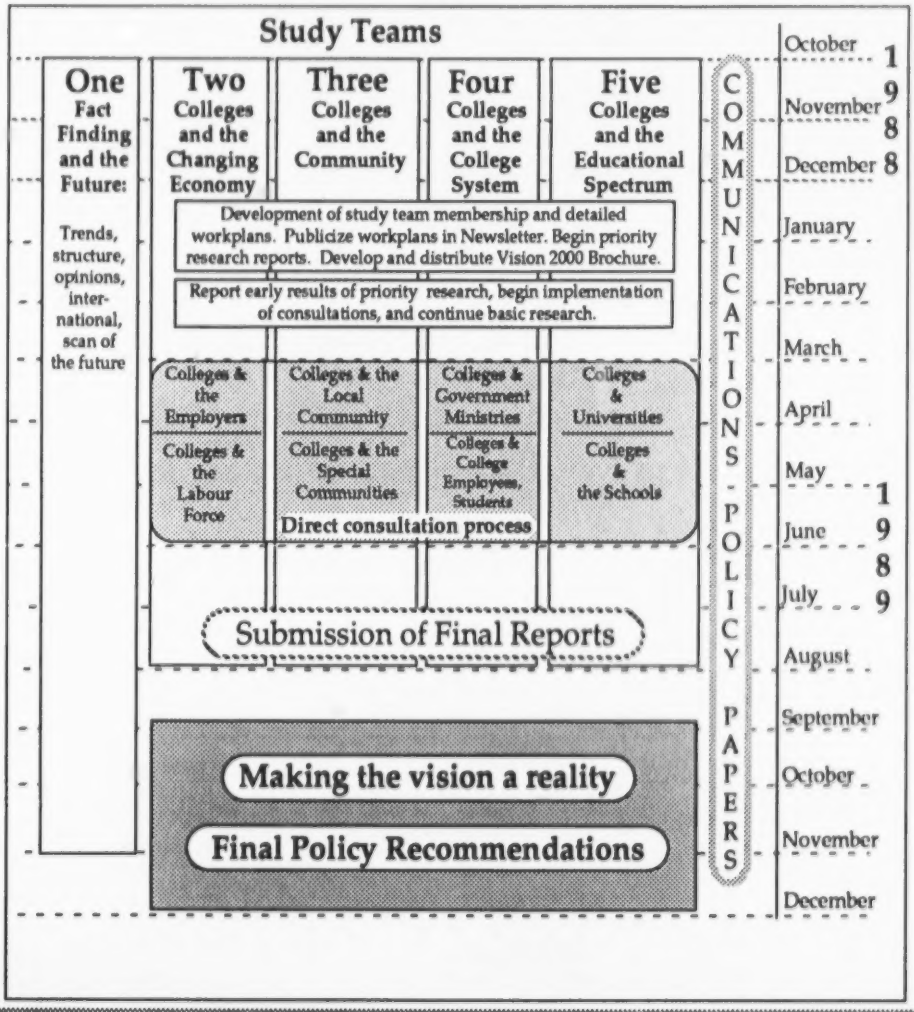
Vision 2000's success will depend upon the effectiveness of these study teams. In turn, the capability of the study teams will depend upon the extent to which there is effective organization and communication. Given the interlocking nature of the topics being considered by the study teams, it will be essential to coordinate the research effort and ensure an on-going exchange of information. Vision 2000's reporting links are shown in Diagram 3: Organizational Structure. Ultimately, the Council of Regents is responsible for both the process and outcome of Vision 2000. But, at an operational level, a Steering Committee will direct the work of the study teams with the assistance of the Council's Research Secretariat.

Diagram 3: Organizational Structure



The Steering Committee will also be responsible for setting and revising the timetable for completion of Vision 2000. Diagram 4: Time Frame and Tasks for Vision 2000 illustrates our effort to find a balance between the need, on the one hand, for extended research and consultation, and on the other hand, the need to move quickly to identify and act upon the goals for the college system.

Diagram 4:
Time Frame and Tasks for Vision 2000



Throughout the process, progress reports from the chair of the Steering Committee and/or the study teams will keep the college community involved in and informed about the ongoing policy debates.

With the requisite resources, cooperation, and strict adherence to deadlines, Vision 2000 should be completed by the end of 1989. There will then be one decade to fully implement the Vision.

Conclusion

The aim of Vision 2000 is to set a direction for the college system by looking to the future. Current practices may act as a compass, but the formulation of goals for the future will determine the destination. Vision 2000 is a unique opportunity for Ontario to stay at the forefront of educational innovation and responsiveness. For the government and members of the college system, Vision 2000 will help to pave the way to the economy and society of the 21st century. In the process, many questions may be answered and, hopefully, many new questions will be posed.

Appendices

Appendix A: Steering Committee Membership

Douglas Auld, Belleville
- -President, Loyalist College
- -formerly: -Chair, Department of Economics, University of Guelph
  -Member, Ontario Economic Council
  -Principal, School of Natural Resources, Sir Sandford Fleming College (Lindsay)

Ralph Benson, Toronto
- -Assistant Deputy Minister, Ministry of Colleges and Universities
- -formerly: -Assistant Deputy Minister, Ministry of Agriculture
  -extensive experience as a teacher in schools, colleges and universities

Helen Burstyn, Toronto
- -Deputy Secretary, Premier's Council
- -formerly: -Research Analyst, Legislative Research Services
  -Teaching Master, Seneca College

Jeff Carew, Peterborough
- -Third year marketing student, Sir Sandford Fleming College
- -President, Student Administrative Council, Sir Sandford Fleming College
- -Chairperson, Ontario Community College Student Presidents Association

Glenna Carr, Toronto
- -Deputy Minister, Ministry of Skills Development
- -formerly: Chief Executive Officer, Ontario Women's Directorate

James Clancy, Toronto
- -President, Ontario Public Service Employees Union
- -formerly: Welfare Field Worker, Ontario Ministry of Community and Social Services

Graham Collins, Mississauga
- -Executive Director, Association of Colleges of Applied Arts and Technology of Ontario
- -formerly: Teaching Master and Dean, Humber College

John Evans, Toronto
- -Chairman, Allelix Inc.
- -Chairman, Rockfeller Foundation
- -formerly: -President, University of Toronto
  -founding Dean of Medicine, McMaster University

Andrew Faas, Toronto
- -Senior Vice President, Central Canada Grocers
- -Graduate, St. Clair College (Windsor)
- -Vice Chair, Board of Governors, George Brown College

Nancy Forrester, Port Perry
- - Teaching Master, Durham College
- - Vice Chair, Professional Development Council

Paul Fox, Toronto
-Chair, Ontario Council on University Affairs
-Professor of Political Science, University of Toronto
-formerly: Principal, Erindale College, University of Toronto

Gaston Franklyn, Windsor
-Vice President, Academic, St. Clair College
-formerly: Teaching Master, St. Clair College

Louise Gauthier, Timmins
-Lawyer
-Member, Ontario Council of Regents
-formerly: Member of the Board and Vice Chair, Northern College

Marc Godbout, Orleans
-Chairman, Council for Franco-Ontarian Education
-formerly: Superintendent of French language schools, Stormont-Dundas & Glengarry Board of Education

Robert Gordon, Toronto
-President, Humber College
-formerly: Director General, Dawson College, Montreal

Shirley Holloway, Toronto
-Dean of Technology, George Brown College
-formerly: Teaching Master, George Brown College

Jay Jackson, Halton Hills
-Technologist/Support Staff, Sheridan College
-President, OPSEU Local 245, graduate of Sheridan College

Bill Kuehnbaum, Sudbury
-Teaching Master, Cambrian College
-President, OPSEU Local 655

Anthony Manera, Ottawa
-Senior Vice President, Canadian Broadcasting Corporation
-formerly: -Teaching Master, Sir Sandford Fleming College
-Dean of Technology, Confederation College
-President, Niagara College
-President, Vancouver Community College

Mary Morrison, Thunder Bay
-Registered Nurse
-Chair, Board of Governors, Confederation College

Penny Moss, Toronto
-Executive Assistant, Federation of Women Teachers Associations of Ontario
-Member, Ontario Council of Regents
-formerly: Chair, Toronto Board of Education

Roy Olsen, Brockville
-Chair, Board of Governors, St. Lawrence College
-Member of Executive, Association of Colleges of Applied Arts and Technology of Ontario
-formerly: President and Chief Executive Officer, Phillips Cable Company, Brockville

Charles E. Pascal, (Chair of Steering Committee), Toronto
-Chair, Ontario Council of Regents
-formerly: President, Sir Sandford Fleming College

Shelley Potter, Toronto
-Chairperson, Ontario Federation of Students
-formerly: student at Acadia and Wilfred Laurier Universities

Brian Segal, Guelph
-President, University of Guelph
-formerly: President, Ryerson Polytechnical Institute

Bernard Shapiro, Toronto
-Deputy Minister of Education for Ontario
-formerly: Director, Ontario Institute for Studies in Education

Robert Siskind, London
-construction and restoration business
-Lawyer
-Member, Ontario Council of Regents
-formerly: Chair, Board of Governors, University of Western Ontario

Jo Surich, Toronto
- computer software business
-Member, Ontario Council of Regents
-formerly: Research Director, Ontario Federation of Labour

Anthony Wilkinson, Sarnia
-President, Lambton College
-formerly: -President, Kwantlen Community College, B.C.
-V.P. Academic, and Acting President, Ryerson Polytechnical Institute

Peter Wright, Scarborough
-Director, College Affairs Branch, Ministry of Colleges and Universities
-formerly: Deputy Secretary, Policy and Priorities Board of Cabinet

Appendix B: Study Team Chairs

Chairs of the Vision 2000 Study Teams are *ex-officio* members of the Steering Commitee.

Ruth Gates, London
- -Vice-President, Community Services, Fanshawe College (London)
- -formerly: -Principal Adult Education Campus, Fanshawe College
  -Manager, Continuing Education-Oxford County, Fanshawe College

Bruce McAusland, Amherstburg
- -President, St. Clair College (Windsor)
- -formerly: -Director General, John Abbott College, St. Anne de Bellevue, Quebec
  -human resources and training management, Bell Canada

Keith McIntyre, Burlington
- -President, Mohawk College (Hamilton)
- -formerly: Vice President, Dean and Teaching Master, Mohawk College.

Penny Moss, Toronto
- -Executive Assistant, Federation of Women Teachers Associations of Ontario
- -Member, Ontario Council of Regents
- -formerly: Chair, Toronto Board of Education

Howard Rundle, London
- -Vice-President, Academic, Fanshawe College
- -formerly: -Director of Student Learning Resources and Director of Planning, Fanshawe College
- -university researcher in physical chemistry

Appendix C: Ontario Council of Regents Research Secrtariat

Riel Miller, (Executive Officer and Secretary to Steering Committee), Toronto
-Manager of Policy and Research, Ontario Council of Regents
-formerly: Economist with the Ontario Federation of Labour and O.E.C.D. (Paris)

Frances Aspinall, Toronto
-Executive Officer, Vision 2000, on secondment from Centennial College
-Teaching Master, Centennial College
-formerly: Teaching Master, Sault College

Chris Cable, Richmond Hill
-Communications Consultant, Vision 2000
-Assistant Director, College Marketing, Seneca College
-Chair, Colleges' Advisory Committee on Public Affairs

Terry Dance, Scarborough
-Executive Officer, Vision 2000, on secondment from George Brown College
-formerly: -Chairperson, Community Outreach Department, George Brown College
-Director, Adult Education, Dixon Hall

Harv Honsberger, Oakville
-Executive Officer, Vision 2000, on secondment from Sheridan College
-formerly: Director, Instructional Development, Sheridan College

Terry Pitre, Toronto
-Executive Secretary/Communications Coordinator, Council of Regents
-Member, Council of Regents' staff for 10 years

Brian Wolfe, Toronto
-Chief Policy Analyst, Ontario Council of Regents
-Economics teacher
-formerly: Chief Analyst, College Affairs Branch, Ministry of Colleges and Universities

Endnotes

1 Watts, R., "The Challenge and Opportunities Facing Post-Secondary Education in Canada", The Forum Papers, National Forum on Post-Secondary Education, The Institute for Research on Public Policy, 1987, Pp. 2-3.

2 Brown, R., speaking at the National Forum on Post-Secondary Education, The Institute for Research on Public Policy, 1987.

3 Letter from the Honourable Lyn McLeod to Chair of the Council of Regents, December 8, 1987.

4 Report of the Premier's Council, Competing in the New Global Economy, Volume 1, 1988, p. 32.

5 John Gardner, "Remarks at the Inauguration of James A. Perkins as President of Cornell University", October 4, 1965.

6 Sculley, J., Odyssey, Fitzhenry & Whiteside, 1987, p 294.

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